



D.C. State Board of Education (SBOE) – GEO

Mark Jones, President
Mary Lord, Vice President
Jesse B Rauch, Executive Director
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Central Purpose

State Board of Education

- All District of Columbia students acquire the skills and knowledge to lead healthy, productive lives as engaged global citizens in a democratic society.
- The mission of the District of Columbia State Board of Education is to provide policy leadership, support, advocacy, and oversight of public education to ensure that every student is valued and learns the skills and knowledge necessary to become informed, competent, and contributing global citizens.
- The State Board views its role in the achievement of this mission as one of shared responsibility, whereby it engages families, students, educators, community members, elected officials and business leaders to play a vital role in preparing every child for college and/or career success.

Office of the Ombudsman

- The Mission of the Office of the Ombudsman is to provide equal access to education for all students within District of Columbia public schools and to support students' ability to fully engage and thrive from public education in the District of Columbia.

Key Facts

State Board of Education

- The State Board was established on June 12, 2007, as part of the "District of Columbia Public Education Reform Amendment Act of 2007." The Board consists of nine elected members - one from each of the District's eight (8) wards and one selected at-large. Two additional Board members are student representatives, appointed to this position by the State Board. Annually, the State

Board selects among their members to serve as the President and Vice-Presidents.

The current members include:

- Mark Jones, President, Ward 5
- Mary Lord, Vice President, At-Large
- Patrick Mara, Ward 1
- Jack Jacobson, Ward 2
- Laura M. Slover, Ward 3
- D. Kamili Anderson, Ward 4
- Monica Warren-Jones, Ward 6
- Karen Williams, Ward 7
- Tierra Jolly, Ward 8
- Brian Contreras, Student Representative
- Betel Asfaha, Student Representative

- To fulfill its mission, the State Board utilizes its unique position to facilitate conversations and provide recommendations for the District’s education system. The State Board plays a key role in maintaining and improving the quality of public schools, and do so in the following roles:
 - Policymaker: The State Board exercises state-level education policy leadership through its statutory authority to approve academic standards and other key policies as well as by providing comprehensive and objective research and analysis on state-level education issues so that members can make informed decisions. This research helps the State Board to advance the public interest by generating, articulating, and advocating creative and influential policies and programs that support excellence in education. It also contributes to the public discourse and legislative or agency decision making, resulting in enhanced policy development.
 - Advocate for Education: The State Board serves as a major advocate for a quality education for all children and youth in the District. As such, the Board seeks to promote excellence in the education of all students and advocates equality of access to educational opportunity. The independent Office of the Ombudsman for Public Education furthers the State Board’s capacity to respond to individual students and families, and to create policies that reflect classroom and community realities. The Office of the Student Advocate, which was funded in FY15, would augment the State Board’s ability to identify problems and recommend changes to improve education.
 - Liaison: The State Board serves as a bridge between educators and others involved in education policy. It translates the concerns of the general public, elected officials, business leaders and civic groups into policy and clearly communicates them to educators. At the same time, the Board has the ability to articulate the needs of the education system to the District’s public and private constituencies – and helps assure continued citizen support for education.
 - Consensus Builder: The State Board encourages communication and consensus among all those who seek to influence current state education policies and help formulate long-range policy goals and plans. Although concurrence may not always be possible, a commitment to consensus building ensures that all citizens will be heard. The State Board can ensure that the public voice is represented in decisions about public education.
 - In 2014, the State Board held roundtables and public meetings to address or review implementation of the many topics, including:
 - State accountability, including the ESEA Flexibility Waiver;
 - Truancy and chronic absence;
 - Next Generation Science Standards;
 - PARCC implementation; and
 - Graduation requirements, multiple diploma options, and competency-based learning.
 - In addition to reviewing the implementation of these important issues, in 2014, the State Board also adopted a revised ESEA Flexibility Waiver Extension, providing for a new LEA Support Model and opportunity to support school improvement.
- Office of the Ombudsman
- The Office of the Ombudsman developed an infrastructure that parallels other high-performing education ombudsman offices, allowing the Office to hit the ground running. Since the Ombudsman’s appointment in late February 2014 through August 15, 2014, roughly 150 cases were resolved – an average of one per day. In addition, the Office developed and disseminated information about the Ombudsman office’s services, presented at community and PTA meetings, and developed a presence both on our website and through social media vehicles such as Twitter. To boost the Office’s capacity and effectiveness, the Ombudsman recently hired an Associate Ombudsman and three

Ombudsman Fellows. The Fellows conduct intake and assist with casework and outreach efforts within the education community, vastly expanding our ability to serve the office's growing number of clients. As this is the Office's first full school year, (SY2014-2015) since the reestablishment of the Office, the Office has already accepted and worked on 105 additional cases since August 15, 2014. Based on the Office's outreach efforts across the District of Columbia and the Office's success at resolving cases for parents, families, and students, the Office has been able to experience a significant uptick in cases within the last 2.5 months and is on track to double the total number of cases for this school year as compared to SY2013-2014.

- Moreover, the Office of the Ombudsman's case management system will soon be operational, providing the Office with the ability to accurately document and track trends, identify systemic concerns, and develop policy recommendations for the District of Columbia State Board of Education and other entities to improve public education

Goals/Performance Measures

State Board of Education

- Revise graduation requirements that: 1) Align with the District's college- and career-ready literacy, math, and science standards; 2) Improve flexibility for schools and students; 3) Lay a foundation for competency- and project-based learning; and 4) Provide different levels of diplomas that acknowledge distinguished scholarship or special programs.
 - Targeted Outcome: Approve revised graduation requirements and establish implementation working group.
- Develop a protocol and process for regular review of policy implementation.
The State Board created an Implementation Committee to make monitoring implementation a part of their annual work plan.
 - Targeted Outcome: Establishment of a policy review protocol and annual policy review calendar.
- Refine truancy and attendance rules.

After approving revisions to the District's truancy and attendance reporting rules in December 2013, the State Board heard from various stakeholders that the policy was exacerbating absenteeism and causing unanticipated problems in some schools. Hearing these concerns, the State Board declared its intention to focus on discipline, truancy, and student engagement with an eye toward researching what was happening at the school level and recommending changes, if needed, by year's end.

- Targeted Outcome: Establishment of a Truancy and Student Engagement Committee to research and report findings and recommendations to the State Board and relevant stakeholders, including recommendations for policy change.
- Monitor state accountability.
In its approval as well as advisory capacity, the State Board will be working with the Office of the State Superintendent of Education to revise and improve the District's accountability plan, most notably the District's ESEA Flexibility Waiver.
 - Targeted Outcome: Approval of additional ESEA Flexibility Waiver amendments along with continued engagement aimed at helping to get the District's Race to the Top efforts to transform teaching and learning back on track.
- Support the Office of the Ombudsman for Public Education.
The Council re-established the Office of the Ombudsman for Public Education and placed it within the State Board. The State Board will continue to respond to the needs of the Ombudsman and ensure that the Office is properly and sufficiently funded, staffed, and supported.
 - Targeted Outcome: The Office of the Ombudsman receives adequate support to fulfill its mission.
- Support the Office of the Student Advocate.
The State Board will establish the Office of the Student Advocate in FY2015. The State Board will monitor the needs of the Chief Student Advocate and ensure that the Office is properly and sufficiently funded, staffed, and supported.

- Targeted Outcome: The Office of the Student Advocate receives adequate support to fulfill its mission.

Office of the Ombudsman

- Provide information, consultation, and intervention services to the District’s public school parents, families, students and ensure the highest levels of customer service.
- Continue to refine an effective outreach strategy to engage internal and external stakeholders in an effort to address systemic issues that contribute to the achievement gap and present barriers to the success of students in District of Columbia public schools.
- Continue to build relationships with DC Government agencies, such as the Department of Behavioral Health, Child and Family Services agency, and other external stakeholders in an effort to build a coordinated approach that focuses on the multi-faceted needs of a student to ensure that they can thrive in their school community.
- Continue to improve capacity for parents and families and encourage parent and school partnerships to ensure student success in DC’s public schools.
- Develop Ombudsman online and printed resources to offer options to address common citizen concerns.
- Streamline internal workflow processes to maximize Ombudsman efficiency and effectiveness.

Programs/Services

State Board of Education

- Statutory Roles and Responsibilities
The State Board of Education is responsible for advising the State Superintendent of Education on educational matters, including: state standards; state policies, including those governing special, academic, vocational, charter and other schools; state objectives; and state regulations proposed by the Mayor or the State Superintendent of Education. The State Board is also responsible for approving the following state-level policies:

- State academic standards that standards meet the following qualifications: specify what children are expected to know and be able to do; contain coherent and rigorous content, encourage the teaching of advanced skills; and are updated on a regular basis;
- High school graduation requirements;
- Standards for high school equivalence credentials;
- State definitions of “adequate yearly progress” and “proficiency” that will be applied consistently to all local education agencies;
- State definition and standards for “highly qualified teachers,” pursuant to the No Child Left Behind Act of 2001;
- Standards for accreditation and certification of teacher preparation programs of colleges and universities;
- The state accountability plan for the District of Columbia developed by the Chief State School Officer, pursuant to the No Child Left Behind Act of 2001 ensuring that: (A) the plan includes a single statewide accountability system that will ensure all local education agencies make adequate yearly progress; and (B) the statewide accountability system included in the plan is based on academic standards, academic assessments, a standardized system of accountability across all local education agencies, and a system of sanctions and rewards that will be used to hold local education agencies accountable for student achievement;
- State policies for parental involvement;
- State policies for supplemental education service providers operating in the District to ensure that providers have a demonstrated record of effectiveness and offer services that promote challenging academic achievement standards and that improve student achievement;
- The rules for residency verification;
- The list of charter school accreditation organizations;

- The categories and format of the annual report card, pursuant to the No Child Left Behind Act of 2001;
- The list of private placement accreditation organizations, pursuant to Uniform Per Student Funding Formula for Public Schools and Public Charter Schools and Tax Conformity Clarification Amendment Act of 1998;
- Approve state rules for enforcing school attendance requirements; and
- Approve state standards for home schooling.
- Consideration of Revised Arts Standards;
- Consideration of Revised World Languages Standards;
- Consideration of CTE Standards; and
- Establishing the Office of the Student Advocate.

Office of the Ombudsman

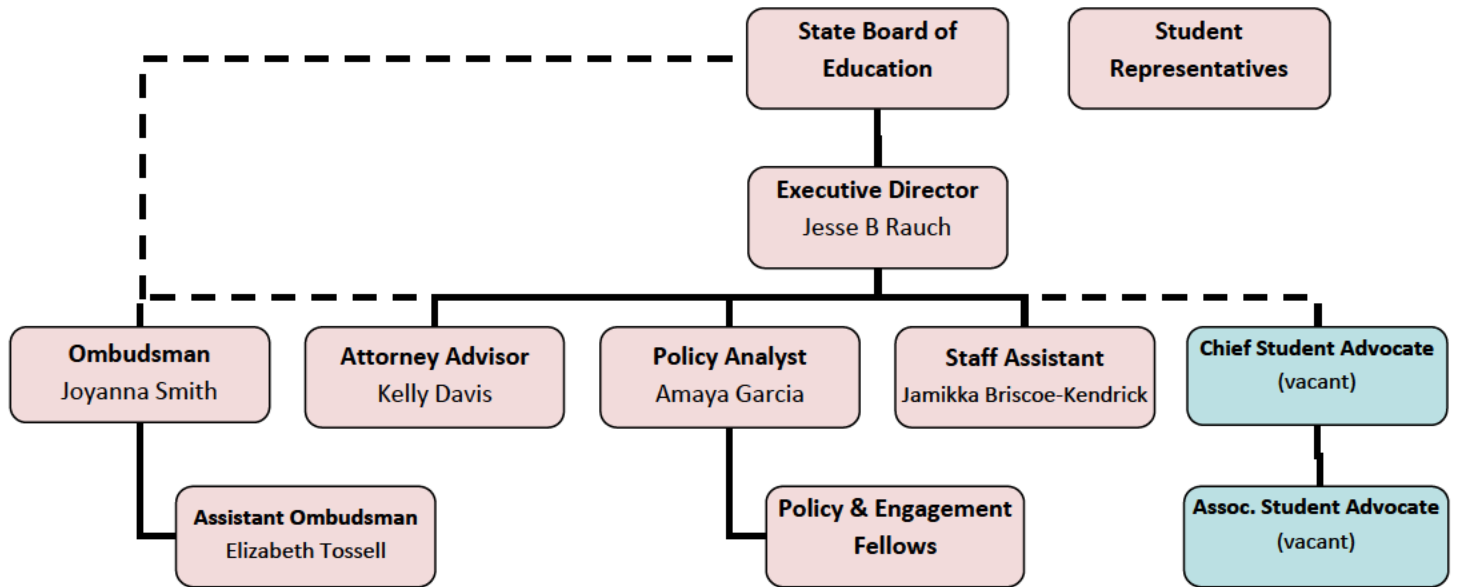
The role of the Office of the Ombudsman is to:

- Provide conflict resolution services to families in K-12 schools that impact individual students;
- Identify and recommend strategies to improve educational outcomes for all students;
- Collaborate with families and stakeholders to address systemic issues, bullying and harassment, educational opportunity gaps and school discipline; and
- Provide information to families about the educational systems in the District.

First Quarter CY2015 Hot Button Issue(s)

- In addition to the items above, the State Board intends to review and/or pursue the following topics:
 - Continued reviewing of the state accountability plan, including preparing for an ESEA Renewal application;
 - Continued review of testing integrity protocols;
 - Continued review of the implementation of next generation assessments, including PARCC and the NGSS assessment;
 - Consideration of revised residency verification rules;
 - Consideration of a Parent Bill of Rights and framework for parent involvement standards;
 - Consideration of Revised P.E. and Health Standards;

Organization Chart



Boards and Commissions relevant to the agency (if any)

Board Name	Name of Chairperson	No. of Members
D.C. State Board of Education	Mark Jones	9

Budget FY2015

Total Budget	\$1,151,555
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No. of Employees

Current No. of FTEs	6
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Union Representation

Union(s)	Union Representative	No. of Members
N/A		

Facility Location(s)

Facility Name / ID	Address	Zip Code	Ward	Main Phone No.
SBOE Main Office	441 4 th Street NW, Suite 723N	20001	2	202.741.0884

Key Projects/Initiatives

Project/Initiative Name	Brief Description	Delivery Date
Continued reviewing of the state accountability plan, including preparing for an ESEA Renewal application;	N/A	Ongoing
Continued review of testing integrity protocols;	N/A	Ongoing
Continued review of the implementation of next generation assessments, including PARCC and the NGSS assessment;	N/A	Ongoing
Consideration of revised residency verification rules;	N/A	Ongoing
Consideration of a Parent Bill of Rights and framework for parent involvement standards;	N/A	Ongoing
Consideration of Revised P.E. and Health Standards;	N/A	Ongoing
Consideration of Revised Arts Standards;	N/A	Ongoing
Consideration of Revised World Languages Standards;	N/A	Ongoing
Consideration of CTE Standards; and	N/A	Ongoing
Establishing the Office of the Student Advocate.	N/A	Ongoing

Capital Program(s)

Project Name	Budget ID	Funding Source	Project Budget	Current Balance	Delivery Date
N/A					

Important/Significant Dates

Event	Brief Description	Delivery Date
Working Sessions	1 st Wednesday of the Month, 4:30pm-6:00pm	N/A
Public Meetings	3 rd Wednesday of the Month, 5:30pm-8:30pm	N/A

Key Contracts

Project Name	Vendor Name	Total Contract Value	Contract Term
Transcription Services	Capital Reporting Company	\$10,000 .00	10/2014-9/2015

Key Agreement(s) / Memorandum(s) of Understanding

Project Name	Brief Description	Agreement Term
D.C. Human Resources	For human resources support.	10/2014-9/2015

Grant(s) Awarded (or Pending Award) to Agency

Grant Name	Name of Grantor	Total Grant Amount	Current Grant Balance	Grant Expiration
NASBE Stipend	National Association of State Boards of Education	\$11,500.00	\$11,085.00	N/A
Benetta Bullock Washington Scholarship	Legacy	\$500.00	\$17,215.41	N/A

Active Litigation(s)

Project Name	Brief Description
N/A	

Consent Decree(s)

Project Name	Brief Description	Agreement Term
N/A		